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By-Cashman, Mildred Berwick; Berwick, Hildred G.

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Results of an elementary reading survey of New Hampshire schools are reported. The survey, part of a 1968 New England Educational Assessment Project, used questionnaires to discover characteristics of reading programs, future needs, and teacher training. Elementary school principals, kindergarten teachers, first-grade teachers, and fourth-grade teachers responded to the questionnaire. The following information was included among the findings. (1) Basic reading programs were used in almost all schools. (2) Children were grouped into three reading groups in almost all classrooms. (3) More than one-half of those children eligible for kindergarten were unable to go due to the paucity of preschool classes. Tables of survey result percentage figures are included. (MD)

EDO 305537

NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT

Elementary School Reading Survey

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Cashman, Mildred Berwick +
Berwick, Hildred G.

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THE NEW ENGLAND EDUCATIONAL ASSESSMENT PROJECT

ELEMENTARY SCHOOL READING SURVEY

DO YOU KNOW THAT.....

Reading is taught in three groups – high, average, and low in almost ninety percent of the classrooms in New Hampshire?

DO YOU KNOW THAT.....

Only five percent of our schools have a full-time librarian in New Hampshire?

DO YOU KNOW THAT.....

Ninety-nine percent of our schools in New Hampshire use a basic reading program?

These findings and many others were the results of an elementary reading survey as part of the New England Educational Assessment Project done in early 1968.

Principals, kindergarten, first, and fourth grade teachers were engaged in this survey. Questionnaires consisting of 55-135 items were sent to approximately 2000 persons involved in the teaching and administration of reading programs in New Hampshire. Almost 1200 questionnaires were returned, and the data processed in April, 1968.

NEW HAMPSHIRE DATA

Responses of [NH] Principals

written by- Dr. Mildred Berwick Cashman
Miss Hildred G. Berwick

illustrated by- Jean Mulvanity

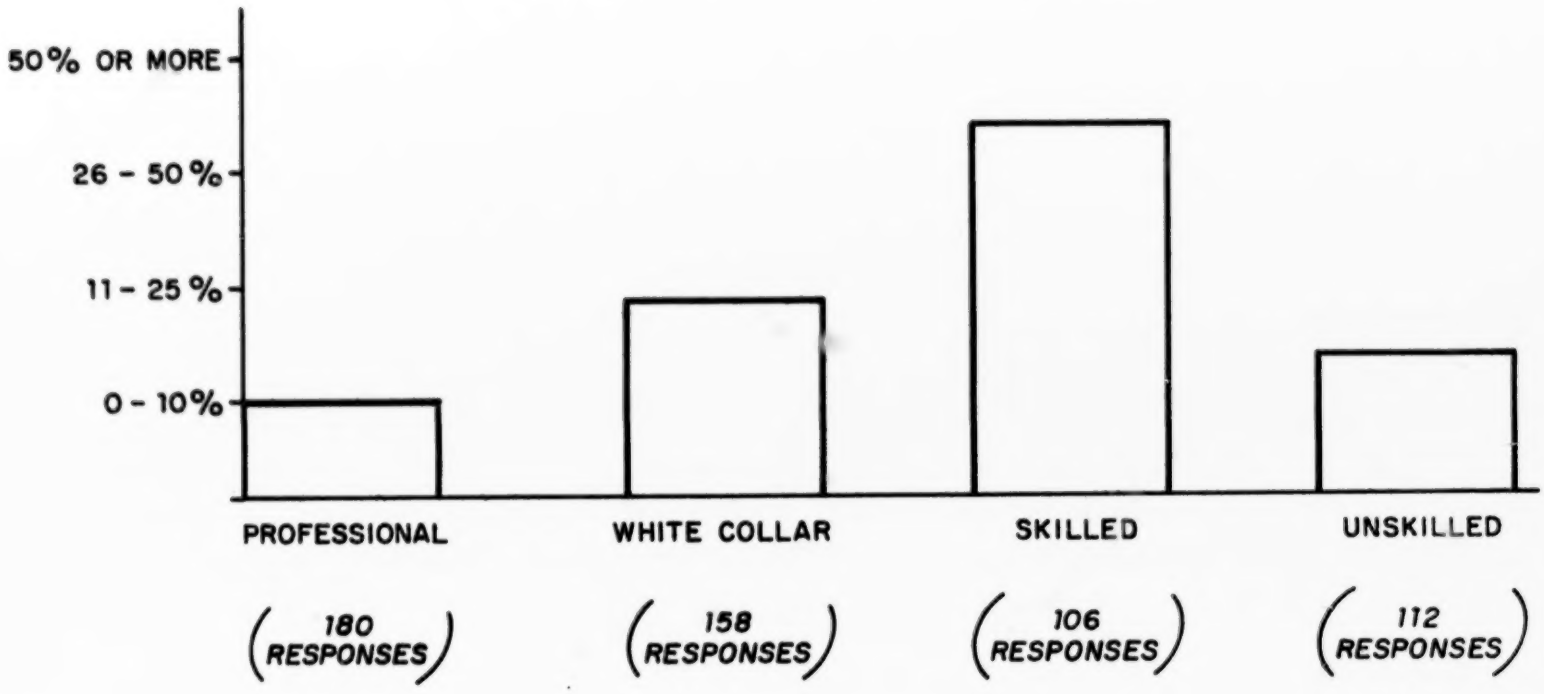
PRINCIPALS' RESPONSES - 268 responses

Fifty-five questions were included in this survey.

Information about the father's trade, business, or calling was asked, and the following table gives a graphic picture of the father's work:

TABLE I

DISTRIBUTION OF FATHERS' REGULAR WORK
ACCORDING TO 268 PRINCIPALS' RESPONSES



The average professional parent ranged in the 10% group while the white collar was in the twenty-five percent range. The highest group of father's regular work was the skilled worker in the 26-50% range.

Only one out of twenty had a family income pegged at $10,000 or above, while the majority returns showed income of $4,000 to $9,999.

The number of families owning their own home was estimated to be 54%. Very few parents paid rent in single family dwellings, and multiple family dwellings ranged in the lowest group. It was interesting to note from this survey that more than half of the pupils came from rural areas.

Fathers claiming a college alma mater were in the 0 - 10% group. Almost half of the dads had high school education, and forty percent of the fathers had an elementary or junior high school education.

P. T. A. attendance wasn't popular among the parents of the schools surveyed. Over half of them never or rarely attended the meetings.

As for school's per pupil expenditures for materials for reading, principals indicated that their schools spend $2.00-3.99 per pupil for materials and equipment specifically used in the teaching of reading. This is contrasted with New England as a whole in which 79% of the elementary principals stated that their school's per pupil expenditures for reading materials lies between $4.00-5.99.

Self-contained classrooms for reading in grades 1-3 were out in front in 76% of the schools. However, the intermediate grades having the same plan were 30% less with departmentalized and across grade grouping done in the remaining schools responding to the questionnaire.

About half of the elementary schools in the state encompassed five to twelve classrooms. Only 15% had more than sixteen rooms for instruction.

It was very evident that the majority of children neither hear nor speak another language. The bi-lingual child in our public schools constitutes an estimated 2% of the student population.

A reading consultant spending three or more days a week supervising reading instruction is almost unknown in the Granite State. A count of fourteen was reported in this survey. When principals were asked if they could provide the best possible reading program for their pupils, a reading consultant's service was selected by every third principal. Facts about the status of the Reading Consultant in a school system was not available.

Remedial reading teacher data from the principals was very inconclusive because over one hundred listed information as not available. The response of ninety-five principals indicated that one-third of the schools were provided with remedial teachers three or more days a week. Only about a half of the principals reported on the pupil case load. It varied from less than twenty to fifty remedial cases per teacher.

If children learn to read "by reading," the school library's service is very limited in the State of New Hampshire. The following table presents these facts:

TABLE II

LIBRARY INFORMATION ABOUT THE STATE OF NEW HAMPSHIRE

Facility		Yes	No	Unavailable Information
1	Library Book Collection housed in room	75%	24%	01%
2	Public Library easily accessible	68%	31%	01%
3	Individuals or small groups use library during school hours	56%	43%	01%
4	Central School Library	44%	55%	01%
5	Staffed by adults other than librarian	23%	77%	---
6	Sessions devoted to locating books	23%	77%	---
7	Public Library visits regularly	19%	81%	---
8	Part-Time school librarian	17%	83%	---
9	Full-Time librarian	05%	95%	---

It was noted that including central and classroom libraries seventy-six percent of the schools provided one to ten books per child apart from their basal reading book.

Library facilities, and services show that a great deal more has to be done for children in our State to discover the joys and satisfactions derived from reading.

At this point it would seem feasible to give a description of the materials used in our current reading programs. And so we see, a 99% use of the basal readers in our schools with linguistics used as

a supplementary about 20% of the time. About half of the schools use intensive phonics along with a basic program. I. T. A. (Initial Teaching Alphabet) information was not available. All of these factors play a role in the reading programs in our State of New Hampshire. As time goes on it is imperative that we analyze very carefully each factor so that we shall go forward with not only the best reading program in New England but in the United States.

the
Kindergarten
Story

THE KINDERGARTEN STORY

"Train up a child in the way he should go; and when he is grown he will not depart from it." Proverb XXII-6

"The foundation of every state is the education of its youth." Diogenes

These aphorisms should be imprinted on every child's birth certificate in order to remind parents, teachers, educators and administrators, of the importance of early educational training for all children in their formative years.

The New England Reading Assessment Project reveals the following about Kindergartens in New Hampshire.

k – is for the public kindergartens in New Hampshire. Only twenty-five of New Hampshire School Districts out of 160 presently operating had kindergartens on March 1, 1968. The kinds of pre-schools varied to include the private nursery school programs, the informal public and private kindergartens and the formal kindergartens (public and private). One of the surprising facts stated in the survey was that 74 teachers of 90 responding felt that some of the children would be better off remaining at home for one more year rather than attending any type of pre-school or kindergarten.

More interesting facts in regard to kindergarten were reported by two out of three teachers claiming these benefits from pre-school programs. The following table gives the effectiveness of pre-school programs:

With kindergarten leading the way (usually the children are a year older), Nursery School and Headstart Programs in second place, it is evident that pre-school training gives children a better start in the early years.

TABLE I

EFFECTIVENESS OF PRE-SCHOOL PROGRAMS

	Head Start Programs	Educational TV Programs	Kindergarten Programs	Nursery School	Early Admissions
Effective					
Very	41%	06%	70%	24%	0%
Somewhat	42%	30%	18%	59%	04%
Ineffective	06%	09%	04%	07%	47%
No Opinion	11%	55%	08%	10%	49%

Most kindergartens had morning and afternoon sessions (two groups of children with twenty-one to thirty children in each group.) All but 19% of the kindergartens in the state run two to three hour sessions per day.

When asked if they could choose one administrative policy that would make their instruction more effective, the general opinion of teachers was for fewer children in a kindergarten class. Availability of more equipment was favored by almost 20% of the teachers.

Our neighboring state of Massachusetts has legislated the establishment of kindergartens for all eligible children. Colorado, Florida, and Illinois have enacted the same legislation mandatory in 1970-71.

i - is for the individual differences and intelligence among the children in kindergarten. Children within a single kindergarten classroom may vary in mental age by at least three years. The scale in mental development, even if all were of the same chronological age of five years, would be roughly as follows for a class of 32 pupils.

2 - 6+ years

10 - 6 years

14 - 5 years

4 - 4 years

2 - below 4 years

It is very evident that the age of the body and the age of the mind may vary greatly even at the young age of five.

The former concept of intelligence as a fixed quantity which remains constant throughout life has been discredited by modern psychologists. Newer approaches stress the differences which environment and language development can make on a given potential. This implies that many features in the disadvantaged environment retard the development of traditional and testable areas of intelligence. This infers that if children who are in a disadvantaged environment were provided with a middle class background, they would show gains in experiences and intelligences which would promote success when they enter school.

n - is for the number of children attending kindergarten in New Hampshire. Eleven thousand would have attended kindergarten if it had been available, but only 4,900 lived in school districts that offered kindergarten training, so approximately 7,000 children were left out.

Headstart Program Research has shown that children from disadvantages homes in New Hampshire profited from pre-school experience programs in changing their attitudes, motives, and desires to attend school. Unfortunately, these programs are usually summer programs, (relatively expensive – $220 per child for a summer program – $1050 per child for a full year program). Another barrier is that only a very small percentage, less than 10%, of the children in New Hampshire are eligible for the Headstart Program.

d - is for the drop-outs that might have been prevented if children had a better start in the early years of their education. According to recent research from Penn. State, supported by the United States Office of Education, today's methods of public education must be revised in order to head off the soaring number of students quitting high school. Many were made to repeat grades due to poor achievement in their elementary school years, became discouraged, overage, disinterested, and as soon as they reached the minimum age promptly dropped out of school without skills to enable them to earn a living.

Thirty of 100 first graders in our state do not complete high school.

e - is for entrance age to kindergarten. Most children are admitted regardless of individual differences by chronological age. About 80% of the children are admitted to kindergarten because they are five years old on a certain date. Teacher judgment based upon observation of classroom behavior of children in relation to their social maturity, reading readiness test results, and intelligence test scores are used for kindergarten admission only about 20% of the time.

r - is for all readiness skills as reported in order of importance by the kindergarten teachers in determining a child's readiness for Grade I.

The skills and ratings are as follows:

Good Language (Oral)	Very Important
Social Maturity	Very Important
Span of Attention	Very Important
Ability to Work and Play Well with Others	Very Important
Average or Above Average Readiness Test Score	Somewhat Important
Intelligence Level	Somewhat Important
Chronological Age	Somewhat Important
Attendance	Somewhat Important

This is fine for the children who attend kindergarten but when more than half of the children in our state are the "forgotten children" because no public pre-school training is available, it is impossible to make any specific conclusions. The non-pre-schoolers have had little or no training in the pre-reading skills for the first six years of their lives.

g - is for the good programs which have been, and are being set-up by school districts in the State of New Hampshire. To cite a few:

(1) In Nashua last September special Readiness Instructional First Grade Programs were organized in most elementary schools. This was done with the hope that the children will make gains which will structure appropriate approaches suited to the needs of each child so that he will succeed when he is ready for a formal reading program.

Figures indicate that 20% of the nation's children fail in first grade. To prevent them from failing, Keene, N.H., last fall at the Wheelock School which is a laboratory elementary school operated by nearby Keene State College became one of the first schools in the nation to adopt an intermediate grade between kindergarten and first grade.

This program stresses learning by the five senses so the child can "find out who he is in relation to the world around him."

Our adjoining state of Maine has had and now has a sub-primary plan for every child entering school. Before embarking on the more difficult program of Grade I, he is placed in the sub-primary grade.

a - is for the many activities which teachers and educators feel are necessary commitments as reliable predictors for success in reading.

From 70% to 90% of the teachers maintain that discussing pictures, listening to stories, participating in listening games, and vocabulary building activities are of great value in giving children experiences for successful reading.

Another view expressed in the appraisal by some teachers is early and direct training in letter form perception tasks, auditory-visual discrimination and learning the letter names and matching them. Training in these decoding skills seemed to them more important than the broad view of readiness which has been substantiated by a number of theorists for many years.

r - is for the Remedial Helps, Remedial Teachers, Teacher Aides, Tutorial Staff, Released Teachers, etc., for kindergarten children. These services are rarely available in our state.

r - is also for the children retained in kindergarten because of these factors:

	Too Young	Speech Patterns	Physically Small	Span of Attention
Yes	24%	21%	04%	49%
No	76%	79%	96%	51%

Thirty-seven teachers reported 1-3 children retained in kindergarten, nine teachers kept 4-6 for another year, while two teachers held seven for further kindergarten experiences.

t - is for the teachers who are in charge of instruction in our kindergartens in New Hampshire. Approximately half of these have had ten years experience, but many of them had taught grades other than kindergarten and were not specifically trained to teach the young child.

The effectiveness of resource helps for kindergarten teachers were as follows:

	Very Valuable	Some	Poor	*Does Not Apply
An Experienced Colleague	47%	18%	05%	30%
Local School Supervisors	24%	28%	19%	29%
Extension Courses	07%	09%	06%	78%
Summer School	04%	03%	04%	89%
Book Company	04%	36%	13%	47%
State Dept. Workshops	06%	04%	02%	88%

The teachers found that the help they received from experienced colleagues, and local school full time consultants were the best means for helping kindergarten teachers. In view of this, it seems that instead of courses, we might suggest a policy whereby we could use the regular, experienced kindergarten teacher to supervise training rather than method courses given at a college or university far removed from the living laboratory (the kindergarten).

t - is also for the testing program. No simple listing of tests can describe the tests necessary for identifying children who are ready or who are not ready for reading. General tests are usually given to afford maximum screening of each child, and from the results more checking is done so that each child's weaknesses may be identified or corrected as early as possible.

Most of the tests were not selected by the teachers, but were administered, scored, and interpreted by the teachers.

e - is for the equipment available for Headstart, Nursery School, and Kindergarten Programs in New Hampshire.

Equipment preferences were:

Film Strip Projector	-	Some of the time
Record Player	-	Some of the time
Television	-	Some of the time
Film Projector	-	Rarely
Tape Recorder	-	Rarely
Overhead Projector	-	Rarely
Electronic Listening Station	-	Not available
Teaching Machine	-	Not available

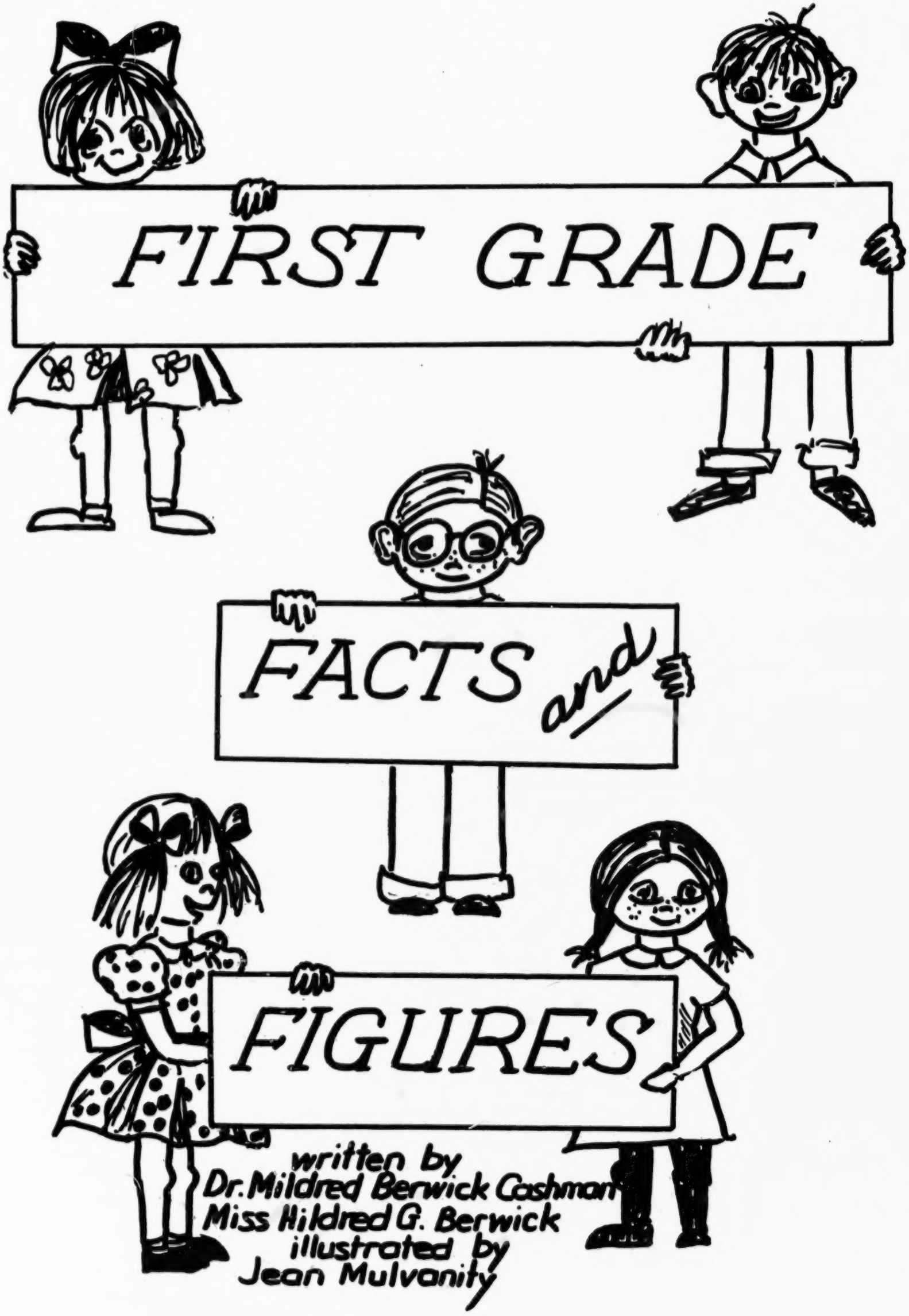
n - is for the need for a crusade in New Hampshire to declare an all out drive to save these precious children in our state so that each child develops a feeling of success in his early years. And, if we do nothing else, we should endow every child with a desire for knowledge, a love for his teacher, and his school.

Put these letters all together they spell

Kindergarten

a work that will make all children feel that a UTOPIA is reached for a job well done through his own efforts. Be it a butcher, a baker, candlestick maker, lawyer, teacher, doctor, housewife or parent.

The End



written by
Dr. Mildred Berwick Cashman
Miss Hildred G. Berwick
illustrated by
Jean Mulvanity

FIRST GRADE FACTS AND FIGURES

Number of Respondents - 454

"I can read, I can read." The first grade child who read for the first time was full of excited joy. He might be compared to a hen who had just laid an egg. No one could escape from his noisy manifestation, and this is the way it should be when a child explodes into reading. These explosions are signs of triumph. They occur (as all good teachers know) at no particular time, other than that perfect moment when all the various preparations toward mastery of a particular skill or skills intermesh.

The ENIGMA is — Why can't we be sure that this will happen to all Grade I children in the State of New Hampshire?

To get as complete a picture as possible of WHO, WHEN, WHERE, WHAT, WHY, and HOW of this PHENOMENA, a survey was done of 454 First Grade Teachers in New Hampshire.

The survey consisted of 135 items rated by experts as important for children to attain reading success.

The first evaluation to be made was the 'sources of help' for first grade teachers. The survey reveals:

(1) 75% of the teachers listed an experienced fellow teacher very helpful to them in improving instruction.

(2) Half of New Hampshire's first grade teachers indicated that they felt local and book company consultants aided them in their teaching.

(3) 25% considered college reading courses taken during the school year (night school, extension courses, etc.) valuable.

(4) 12% found College Courses in Reading taken during the summer helpful.

In-Service Programs of one-two or more days, State Department of Education Workshops, and Professional Organizations Workshops were rated by the teachers - does not apply -

When asked if they could choose one administrative policy that would make their instruction more effective, first grade and kindergarten teachers agreed it would be smaller classes. 49% listed this; teacher aides were cited by 15%.

More than half of the teachers had more than ten years' experience. and approximately the same number have been first grade teachers for that length of time. Most of the teachers had taken a reading course within a six year period.

At this juncture if a kaleidoscope of first grade practices is presented, then we can judge what has taken place, and is taking place in the first grades in New Hampshire. As we look to our Alice in Wonderland's Looking Glass, we see the following:

(1) The school's first concern is the development of the young child. This is manifested by finding out either before or when he enters school the true nature of the child. Thus, tests to discover a child's strengths and weaknesses, handicaps, potential are given.

The tests listed below are used by several groups and amount of time is given.

Test	Reading Consultant or Specialist	Classroom Teacher	Other Personnel
Audiometric (individual)	20%	09%	25%
Visual Screening (at near point)	13%	08%	33%
Individual Intelligence	30%	34%	15%
Individual Reading Inventory	18%	50%	02%
Specific Skills (Auditory-visual Discrimination, Comprehension, etc.)	16%	62%	02%
Perceptual, Emotional and/or physical)	16%	20%	---
Speech	32%	09%	22%

Tests measuring specific reading readiness skills were used more by the classroom teachers, while results from the auditory, visual, and speech were more important to the reading consultants and specialists.

In classes where children are grouped according to ability, the readiness needs in a typical first grade are as follows:

Top Group	75% need one to four weeks' training
Average Group	75% need 4 to 8 weeks' training
Low Group	about 80% need more than 12 weeks' training

It is evident that more than half of the classrooms have fewer than twenty-six pupils, and 43% had from 26 to 35, fortunately only 01% had from 36 to 40 pupils.

84% of New Hampshire's first grade teachers stated that most frequently chronological age is the basis for admission to the first grade. Teacher judgment was selected as the basis for admission by 5% of the respondents. Reading Readiness Test results were used 6% of the time.

At the beginning of school, 177 first grade teachers found that some children were able to read a little. While 254 of the 454 teachers reported that the children in their first grade classes were unable to read at all.

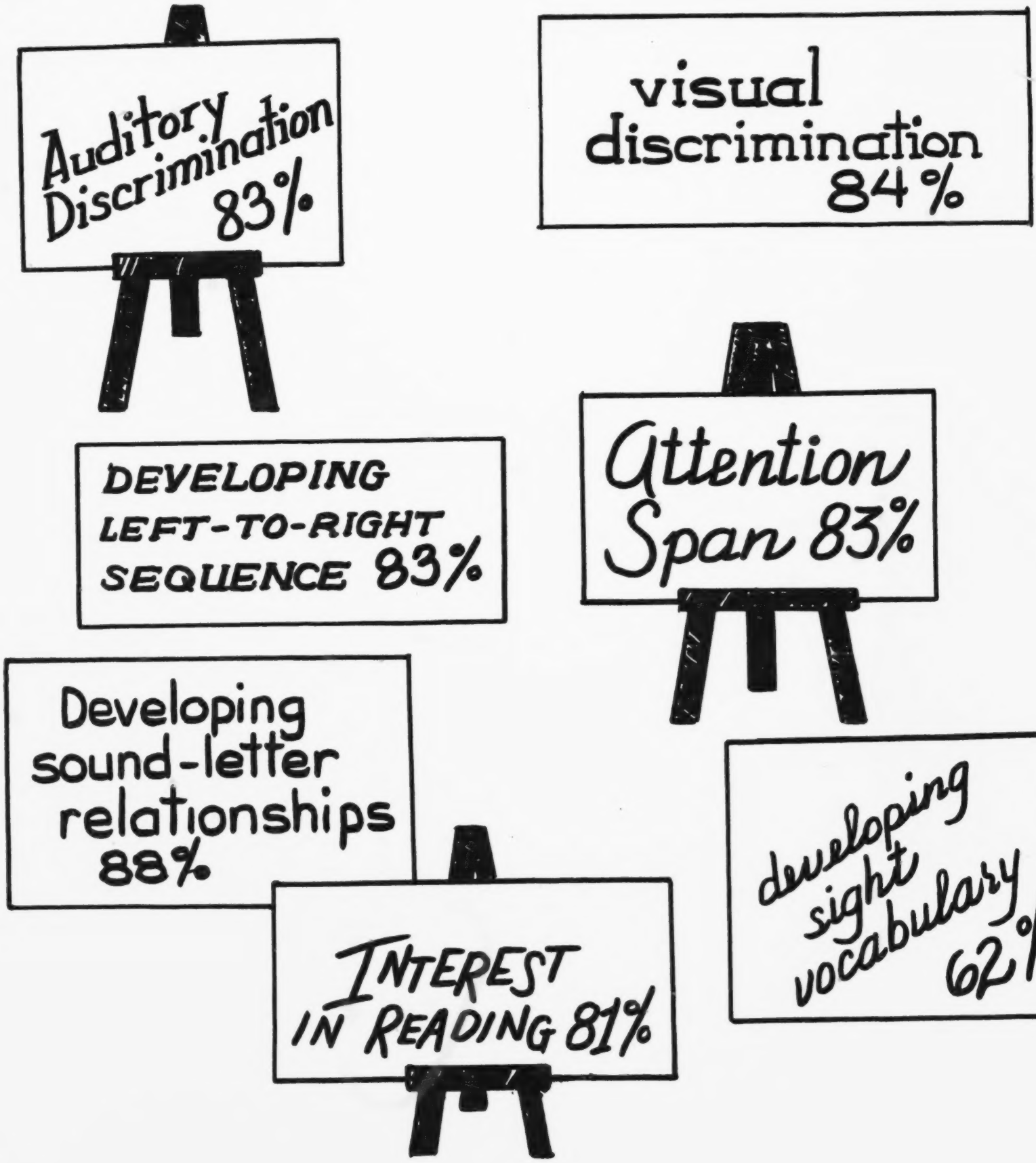
384 teachers signified that most of the pupils were ready to start reading. Forty-eight teachers were of the opinion that 11% of their pupils were not ready to start reading at all. Those not ready for reading were in great need of many informal reading activities - games for developing eye-hand coordination - developing interest in books, using picture books.

It was not established in this survey how many children were required to repeat Grade One because they were unsuccessful in reading.

Several plans were used for grouping once the classroom was organized. These plans were the results of standardized tests, individual reading test, basal reader test. It was more or less the choice of the individual teacher which plan she preferred for grouping.

Tackling the challenge to teach all children to read, we must begin with the pre-reading skills. The children were helped by the teachers to learn these inner elements in preparation for reading.

The components stressed in the first grade are:



Once the children have completed their reading readiness programs, the proof of the pudding is how well the carry over is to the printed word.

According to the first grade teachers, they placed emphasis on each of the following in order that children can learn how to decode symbols.

The skills are:

(1) Phonics (letter sounds - 92%)

(2) Introducing new words and building background - 80%

(3) Developing word pronunciation skills - 79%

(4) Reading orally - 79%

(5) Developing word meaning skills - 63%

(6) Reading silently - 59%

(7) Context - 53%

(8) Developing purposes for reading - 52%

(9) Developing literal and higher comprehension skills - 39%

(10) Configuration of whole words - 38%

(11) Linguistics (word patterns) - 29%

(12) Kinesthetic (tracing) - 07%

(13) Dictionary - 04%

Since time is of the essence in most subjects, 75% of the teachers spent about 2-1/2 hours per day on basic reading instruction. Teachers highlight discussing topics, storytelling, field trips, and dramatizing to give children a desire to read from books.

Remedial teachers working at Grade I level in New Hampshire according to the teachers are found in only one first grade in five. Information about classroom teachers on released time was not available. Special help after school was reported by 172 teachers revealing the fact that 38% were helped after school. Fewer than half of the teachers were allowed to refer children for remedial corrective instruction. Consequently, remedial teacher diagnoses do not apply to Grade I pupils.

Use of equipment in first grade rated as follows:

	Almost Always	Some of the time	Rarely	Not Available
Filmstrip Projector	04%	43%	44%	08%
Film Projector	01%	20%	58%	21%
Tape Recorder	02%	30%	44%	23%
Overhead Projector	04%	18%	51%	27%
Record Player	12%	48%	33%	08%
Electronic Listening Station	0%	04%	05%	91%
Teaching Machines	less than 01%	04%	06%	88%

Once New Hampshire's children actually began to read words independently either through phonics, sight vocabulary, structure, and comprehending, the individual child leaped from one book to another. He was able to read unlabored, and grasped the enormity of the importance of the written word as a means to share and communicate information and ideas.

The responses for the standardized reading tests used in schools were:

(1) Standardized Testing used in 86% of the schools.

(2) Tests usually selected by others than the teachers (67% say).

(3) In 77% of the classrooms, teachers administered, scored, and interpreted the tests.

(4) The most popular tests in Grade I were —

The Metropolitan Achievement Test - 34%
The Stanford Achievement Test - 36%

The good first grade teacher knows whether she is successful or not as far as teaching children to read. There is no doubt in her mind. Evidence is everywhere, and every first grade teacher should be determined that every child in her classroom will arrive at that special moment when he says, "I can read, I can read," whether he has a 60 I. Q. or a 160 I. Q.

Let us all keep in mind the work of Maria Montessori who was successful in teaching retarded children to read because she believed it is through a total peripheral sensory system - that of hearing - sight, touch, and smell that we communicate with our environment.

We all agree every child is entitled to his wonderful discovery — that he can read. Each teacher can help him realize this dream by being flexible, being willing to shift gears when one method does not work.

GRADE IV

Saga of Reading

written by
Dr. Mildred Berwick Cashman
Miss Hildred G. Berwick
illustrated by
Jean Mulvanity

THE SAGA OF GRADE 4

In 1968, three hundred and seventy five fourth grade teachers in our State of New Hampshire were surveyed to find out about the Grade 4 Reading Program. All aspects of the Reading Program were analyzed.

A comprehensive study was made in relation to how well they read, and think in terms differently from the previous grades. In Grade 4 the majority of the pupils can decode symbols, so the purposes in this intermediate grade in addition to learning to read, now read to learn in all the major content subject fields.

It is for us, to find out how well the teachers in our State are prepared to carry on the work of eaching our fourth graders how to read.

Responses from the teachers disclosed the following:

Teaching Experience

Less than 3 years	- 18%
3 - 6 years	- 23%
7 - 12 years	- 17%
13 - 20 years	- 15%
More than 20 years	- 25%

About half the teachers had previous experience on Grade 4 level, and approximately 65% of the teachers had taken a reading course within the last six years.

When the Grade 4 teachers were asked what were the most valuable sources of help in improving their teaching, this data was reported.

TABLE I

SOURCES OF HELP TO GRADE 4 TEACHERS
IN IMPROVED TEACHING

	Very Valuable	Some Value	Little or no value	Does not Apply
Experienced Colleague	37%	34%	03%	24%
Local Consultant (School)	21%	36%	12%	30%
Book Co. Consultant	03%	37%	25%	34%
Special Consultant	11%	16%	05%	67%
State Dept. Consultant	01%	05%	10%	81%

College or university reading courses taken during the school year, year, summer school, in-service programs of one-or-two days rated between 0-10%

About 75% of the fourth grade classrooms have fewer than 26 pupils and not more than 35 pupils. About half the teachers recommend fewer children in class to make instruction more effective.

The fourth graders who pass through the portals of our schools, and who have difficulty with reading are provided with special helps in reading in several ways. These aids were assessed as follows:

	Almost Always	Some of the time	Rarely	Not Avail-able	Never
(1) Remedial Teachers	25%	22%	05%	35%	13%
(2) Teacher Aide	01%	06%	03%	66%	21%
(3) Classroom Teacher on released time	02%	03%	03%	51%	38%
(4) Classroom Teacher before or after school	09%	43%	18%	13%	14%
(5) Non-school staff available on tutor-ial basis	01%	09%	05%	62%	21%

Teachers could refer children in 57% of the schools for remedial reading diagnoses in depth, and usually about four pupils per teacher were accepted. Plans were made by the remedial and classroom teachers for remedial and corrective instruction. When teachers were questioned about the extent to which they could refer children for remedial instruction, the majority replied that not more than eight pupils were considered from each classroom.

In the remedial instruction, special materials different from those used in classroom reading were used. In addition the classroom teacher worked closely with remedial teacher to implement instruction in the classroom.

The fourth grade pupils were given audiometric, speech tests, and visual screening (at near point). Not much information was made available to the teachers about the test results as it was either unavailable or used by personnel other than the teachers.

Individual intelligence, reading inventory, and specific skills test knowledge were used by the teachers about half the time.

Standardized reading tests were administered in all but 10% of the schools. Usually, the tests were not selected by the teachers, but administered, scored, and interpreted by them.

Reading tests used in Grade 4 were:

	New Hampshire	New England
Stanford Achievement	50%	28%
Iowa Test of Basic Skills	19%	30%
Metropolitan Achievement	13%	15%
SRA Achievement	09%	09%
Unidentified	07%	10%
California Achievement	02%	08%

Now we come to the methods employed for grouping. Teachers' opinions were as follows:

(1) Informal Reading Test - 73%

(2) Results of Standardized Tests - 36%

(3) Basal Reader Tests - 26%

(4) Previous Teachers' Grouping - 22%

(5) Multi-Level Instructional Tests - 08%

About 75% of the time the pupils have been grouped for basic reading on instructional levels commensurate with their reading ability. The range of instructional levels was broad to average in most classrooms.

On the average, the amount of time devoted to reading instruction weekly was:

6 - 10 hours	- 57%
0 - 5 hours	- 31%
11 - 15 hours	- 07%
Unidentified	- 03%
More than 15 hours	- 02%

Resolving that pupils shall have a well-balanced program, the time allocated to the different segments of the reading program was:

Basic Reading Instruction Program - about one hour per day

Library Activities (selecting books, locating materials, etc.) 1-3 hours per week

Enrichment-type Activities (plays, discussions, field trips, research, etc.) less than one hour per week

Developing reading skills in content areas - 1-3 hours per week

In most classrooms about the same time was given to independent reading.

Teachers disclosed that most of the above skills did not receive enough of their attention because of factors beyond their control (too many interruptions, lack of time, etc.).

Since Grade 4 teachers are dedicated to the great task of making children independent readers, the assessment committee included an analysis of the important skills which make up the reading spectrum.

	Much	Some	Little
1. Phonics (letter sounds)	80%	16%	01%
2. Structural (affixes, roots, syllables)	78%	19%	01%
3. Context	63%	32%	02%
4. Referential (dictionary, glossary)	59%	30%	07%
5. Linguistics (word patterns)	27%	47%	17%
6. Configuration or whole word	26%	45%	20%
7. Kinesthetic (tracing)	02%	10%	33%

Study Skills Program

1. Locational Skills (alphabetical order, table of contents, index) 71%

2. Critical Reading Skills (inference, connotation of words - 31%)

3. Descriptive Skills (maps, charts, graphs) - 28%

4. Organizational Skills (outlining, use of headings) - 22%

5. Retention Skills (summarizing, notetaking) - 18%

Discussing topics and directing pupils' attention to pictures scored high 62-76%. Motivating reading by showing a film or filmstrip, reading a related story to pupils, preparing a bulleting board, affording experiences (field trips), all rated between 0-6%.

The teachers can not do the reading task alone, so responses were made on the materials and equipment used to enhance the teaching of reading.

The responses were as follows:

Materials - basal readers - supplementary, library books, commercial workbooks, intensive phonics materials were used by most teachers. Teacher-made materials, periodicals, programmed materials, and multi-level instructional kits were used by about one-fourth of the teachers.

Study Skills Materials - consisted mostly of workbooks, basal reader manuals, and content area textbooks.

Reading Equipment - filmstrip projector, tape recorder, and record players were used by 30 to 40% of the teachers. Television viewing rated only 16% and this one should note because on this level there are several excellent programs.

As a final check on the Grade 4 Reading Program information was obtained to find out how much time approximately was spend on activities related to reading.

	Much	Some	Little
(1) Reading selected books independently	27%	60%	09%
(2) Browsing and selecting books in room library	22%	61%	10%
(3) Reporting on books (oral and written)	17%	59%	19%
(4) Doing research related to curriculum	16%	53%	24%
(5) Writing reports related to curriculum	12%	51%	28%
(6) Making murals, role playing, preparing scientific experiments, etc.	15%	49%	27%

The fourth grade program is concerned with many skills and abilities which have specific goals for the pupils' good, but it is important for all educators to be concerned about the unfinished work of the intermediate grades to see that increased attention is given to the teaching of reading to all children.

Highlights of the Reading Assessment Project

1-New Hampshire spends $2-3.99 per pupil for reading material. Massachusetts spends $4-5.99.

2-99% of our schools use a basic reading program.

3-New Hampshire's "forgotten children"— there was no Kindergarten space for 6,000 children, more than half of those eligible.

4-Out of every 100 children entering Grade I in New Hampshire schools 30 will not graduate from High School.

5-Inexperienced teachers get more valuable help from an experienced colleague than college courses, summer school, etc.

6-Most teachers feel they could do a much better job teaching reading if they had fewer children in their classrooms — about 25.

7-The equipment most often used by the teacher is — film strip projector, record player